

Fourlanesend Primary School Governor monitoring plan 2017/18

Social, Moral, Spiritual and Cultural Development			
Success Criteria	Governor monitoring	Who and when	Completed - Evaluation and impact
<p>1.1 G Ability to be reflective about their own beliefs, religious or otherwise, that informs their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>1.15 C and G Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	<p>Visit 1 – meet with the RE coordinator to discuss Cornish agreed syllabus, interest and respect for other faiths. Attend an open book assembly</p>	<p><u>Before March 2018</u></p>	
<p>1.1 G Ability to be reflective about their own beliefs, religious or otherwise, that informs their perspective on life and their interest in and respect for different people's</p>	<p>Visit 2- Pupil conferencing - impact of school and British values on the children's learning, self-reflection, world view and beliefs. Also to consider the behaviour</p>		

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<p>faiths, feelings and values.</p> <p>1.4 A and E Willingness to reflect on their experiences.</p> <p>1.5 A, F and G Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>1.6 A and F Understanding of the consequences of their behaviour and actions</p> <p>Linked to:</p> <p>2.1 The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils</p> <p>4.4 F Behaviour for learning is good and improving across school - Pupils are confident, self-assured learners with positive attitudes to learning which impact on their progress. They are proud of their achievements and their school. Pupils understand how education equips them for life-long learning – behaviours and attitudes necessary for success.</p>	<p>policy.</p> <p>Visit 3 - School Council to attend FGMs and update the governing body on their role.</p>		
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4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils' behaviour where there are particular needs			
Leadership and management			
Success Criteria	Governor monitoring	Who and when	Completed - Evaluation and impact
<p>2.1 The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils</p> <p>2.2 B and F Leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important</p>	<p>Governors by checking:</p> <p>Newsletters go out weekly and are on the website</p> <p>Attendance sheets for Celebration assembly and certificates to be checked termly</p> <p>Staff meeting minutes to be checked termly</p> <p>The school website to be checked termly.</p> <p>Governors to monitor progress towards priorities termly which will be reported in the HT reports and on evaluated SDP. Governors also to complete visits and reports for the priority areas.</p>		

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	<p>Visit 4 – Governors to monitor the implementation of FAST twice during the academic year.</p> <p>Governors to create a working party to investigate the viability of an onsite nursery.</p>		
<p>2.4 B Rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement</p> <p>2.9 B Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment</p>	<p>Visit 5 – review of SEF accuracy SIP reports, data (Raise, CSIT and SPTO) and challenge with any concerns.</p> <p>Does the SEF match the data?</p> <p>Does it clearly identify where the school is?</p> <p>The SDP – does it match the SEF and does it clearly support the drive for improvement?</p>		
<p>2.7 B Leaders effectively use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.</p>	<p>Visit 6 – gov to meet with PE coordinator to discuss spend plan for 17/18 and monitor measurement of impact</p>		
<p>2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils.</p>	<p>Visit 7 – pupil premium governor to meet with head and pupil premium lead in the school</p>		

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Governors effectively hold them to account for this.			
2.15 B Governors are effective when discharging their core statutory functions	<p>In consultation with key stakeholders, governors need to develop a clear 3-5 year vision for the school that takes into account changes in the current educational landscape. Identify 3-5 key priority areas for improvement to achieve the vision and focus GB activity on monitoring them.</p> <p>Further training for governors in:</p> <ul style="list-style-type: none"> • Ofsted preparedness provided by JE • Data training access on GO2 • Pupil premium governor training • SEN governor training • Safer recruitment online training <p>Develop a new governor role of 'Health and Wellbeing' to develop a higher profile of staff health and wellbeing in school</p> <p>All governor reports link to the OFSTED grade descriptors.</p> <p>To collect information regarding the legislation of</p>		<p>Governors have reviewed the school vision statement with the staff and agreed to maintain the use of the school values as evidence suggests that they are deeply embedded and highly effective.</p> <p>School development priorities have been agreed and are highlighted on the SDP priorities sheet. Governors have developed an annual programme of visits to monitor progress made to improve these priorities.</p> <p>Governors have all received Ofsted training.</p> <p>Two new governors are in a provisional induction phase of being recruited to fill skills gaps. One has a large amount of governance experience and will be able to support the GB during to cover the decreasing commitment of the NLG.</p> <p>A second member is new to governance and has already attended training. This governor brings life long experience of working in the army with people and systems management and is committed to supporting the school.</p> <p>Three members of the FGB have completed safer recruitment training.</p> <p>Health and wellbeing governor role is in place and the governor has attended training.</p> <p>Governor visit reports have all been linked to Ofsted criteria to assist governors to finely tune their high aspirations.</p> <p>NLG continues to work closely with MATs and the RSC office and communicates regularly with the head and other governors on recent developments. Head has also attended MAT meetings and regularly discusses strategic direction</p>

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	academisation/MATs 2020. To make decisions about academisation based on the information collected, the school vision, the provision of high quality education for all pupils and respect of all staff.		with other local leaders. Governors are content that the current decision to remain maintained and allow the academisation of Cornwall to progress through this stage, aware that the new RSC could well do a mass reorganisation of MAT structure, is the correct one.
2.16 C and G Leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community	Visit 8 – Accessibility plan/audit and equality policy		
2.17 E Our safeguarding is effective	Visit 9 - Safeguarding to visit termly to check <ul style="list-style-type: none"> • SCR • S175 progress • Policy compliance • Staff training records • Online safety audit • Data protection audit • Pupil voice assembly • Operation Encompass 		23.11.17 - Safeguarding is proactive which is a credit to the school when there are so many issues that require immediate reactions. All systems are in place and are being constantly reviewed and improved.
Teaching, learning and assessment			
Success Criteria	Governor monitoring	Who &	Completed - Evaluation and impact

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		when	
3.8 B Equality of opportunity and recognition of diversity are promoted through teaching and learning Linked to: 2.13 C Leaders engage with parents, carers and other stakeholders and agencies to support all pupils	Visit 10 – SEND Governors through focused governor visits– SEN to discuss changes, tracking, what is in place to meet the needs of all learners.		
EYFS	Visit 11 –EYFS – The EYFS action plan		
Behaviour and attendance			
Success Criteria	Governor monitoring	Who & when	Completed - Evaluation and impact
4.1 D Overall absence is reducing and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils 4.2 D Low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%). 4.3 D Children are punctual in arriving at school and at lessons.	Visit 12 – attendance governor to monitor attendance termly and ensure that all actions are taken		
4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils’ behaviour where there are particular needs 4.6 E and F Staff and pupils work hard to ensure all forms of bullying are prevented. Any incidences are dealt with effectively	Visit 13 – Anti-bullying – Pupil conferencing include Toot Toot if we decide to		

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4.8 E Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental well-being.	launch.		
Resources visits			
Site visit	Visit 14 – termly premises visits to monitor the site and ongoing works and needs		

Governor individual roles	
Chair	Simon
Vice Chair	Helen Marks – Adrian Batty summer term
Safeguarding/Whistle Blowing/Children in Care	Jackie Eason/Becky Ginger
Pupil Premium	Vanessa Burton
SEND/more able	Rebecca Ginger
Health and Safety/premises	Chris Chapell/ Adrian Battley
EYFS	Jackie Eason
Governor Development	Jackie Eason
Sports Premium	Helen Marks
Attendance	Simon King
More able	Becky Ginger
data	Simon
Health and wellbeing	Becky Ginger

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Governor visits summary

Governor visit	Who and when
Visit 1 – meet with the RE coordinator to discuss Cornish agreed syllabus, interest and respect for other faiths. Attend an open book assembly	Adrian
Visit 2- Pupil conferencing - impact of school and British values on the children’s learning, self-reflection, world view and beliefs. Also to consider the behaviour policy.	Chris, supported by Becky
Visit 3 - School Council to attend FGMs and update the governing body on their role.	termly
Visit 4 – Governors to monitor the implementation of FAST twice during the academic year.	Chris
Governors to create a working party to investigate the viability of an onsite nursery.	Becky, Simon, Vanessa
Visit 5 – review of SEF accuracy SIP reports, data (Raise, CSIT and SPTO) and challenge with any concerns. Does the SEF match the data? Does it clearly identify where the school is? The SDP – does it match the SEF and does it clearly support the drive for improvement?	Simon and/or Jackie
Visit 6 – gov to meet with PE coordinator to discuss spend plan for 17/18 and monitor measurement of impact	Helen
Visit 7 – pupil premium governor to meet with head and pupil premium lead in the school	Vanessa
Visit 8 – Accessibility plan/audit and equality policy	Jackie
Visit 9 - Safeguarding to visit termly to check <ul style="list-style-type: none"> SCR, S175 progress, Policy compliance, Staff training records, Online safety audit , Data protection audit, Pupil voice assembly, Operation Encompass 	Jackie
Visit 10 – SEND Governors through focused governor visits–SEN to discuss changes, tracking, what is in place to meet the needs of all learners.	Becky
Visit 11 –EYFS – The EYFS action plan	Jackie
Visit 12 – attendance governor to monitor attendance termly and ensure that all actions are taken	Simon
Visit 13 – Anti-bullying – Pupil conferencing include Toot Toot if we decide to launch.	Vanessa
Visit 14 – termly premises visits to monitor the site and ongoing works and needs	Chris and Adrian